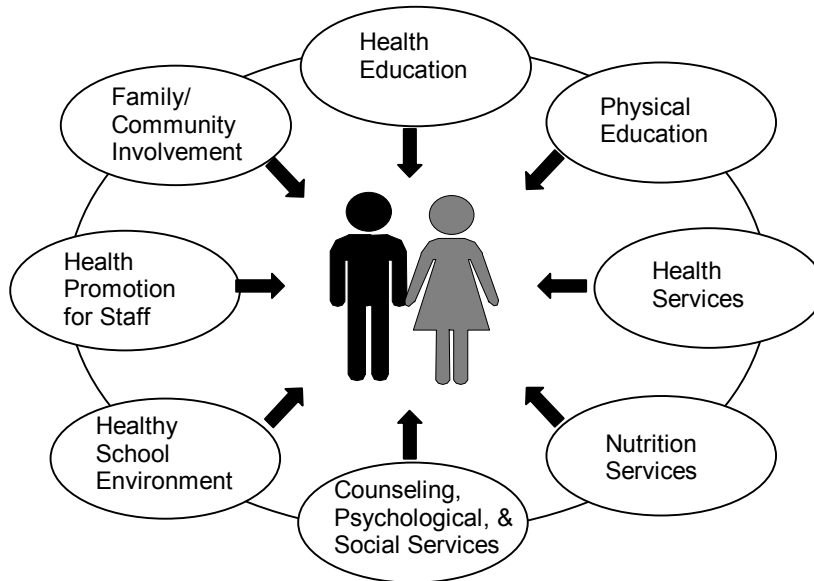


Module 6: School Counseling, Psychological, and Social Services

Instructions for Module Coordinator

Habits and practices related to physical activity, eating, and tobacco use are influenced by the entire school environment. That's why the *School Health Index* has eight different modules, which correspond to the eight components of a coordinated school health program shown below.



Instructions for completing the module

1. Work with the site coordinator to organize a team to complete the module's documents. Below are some suggested members of the Module 6 team.

School counselor	Parent(s)
School psychologist	Student(s)
School social worker	Community-based social services provider
School nurse	Health care provider
2. Make a photocopy of the module Questionnaire (pages 4-7) for each Module 6 team member. Make at least one photocopy of the module Score Card (page 3) and the module Planning Questions (pages 9-10).
3. Give each Module 6 team member a copy of the Module 6 Questionnaire. Use the copies of the module Score Card and the Planning Questions to record the team's work. Put the originals of these documents away in case you need to make more photocopies.

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4. At a Module 6 team meeting:

- Discuss each question on the Module 6 Questionnaire and its scoring choices.
- Decide how to collect any information you need to answer each question accurately.
- After you have all the information you need, arrive at a consensus score for each question. Answer each question as accurately as possible. The *School Health Index* is **your** self-assessment tool for identifying strengths and weaknesses and for planning improvements; it should not be used for evaluating staff.
- Record the scores (0-3) for each question on the module Score Card and calculate the overall Module Score.
- Use the scores written on the module Score Card to complete the Planning Questions at the end of the module.
- Use the results from the third question in Planning Questions to identify the one, two, or three highest priority actions that you will recommend to the *School Health Index* team for implementation this year.
- Use the answers to the Planning Questions to decide how you will present your results and recommendations at the follow-up *School Health Index* team meeting.

We wish you success in your efforts to improve the health of young people!

Module 6: School Counseling, Psychological, and Social Services

Score Card (photocopy before using)

Instructions

1. Carefully read and discuss the Module 6 Questionnaire, which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 6 Planning Questions located at the end of this module (pages 9-10).

		Fully in Place	Partially in Place	Under Develop- ment	Not in place
6.1	Promote physical activity	3	2	1	0
6.2	Promote healthy eating	3	2	1	0
6.3	Prevent tobacco use and promote cessation	3	2	1	0
6.4	Identify and refer students with problems	3	2	1	0
6.5	Collaborate with staff	3	2	1	0
6.6	Screen for tobacco use	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

TOTAL POINTS: Add the four sums above and enter the total to the right.			
MODULE SCORE = (Total Points / 18) X 100			%

Module 6: School Counseling, Psychological, and Social Services

Questionnaire

6.1 Promote physical activity

Does the school counseling, psychological, or social services staff promote physical activity to students and their families through the following methods?

- ✓ distribution of educational materials
- ✓ individual advice
- ✓ small group discussions
- ✓ presentations

3 = Yes, through three or four of the methods listed above.

2 = Through two of the methods.

1 = Through one method.

0 = Physical activity is not promoted through any of these methods, **or** the school does not have any counseling, psychological, or social services staff.

6.2 Promote healthy eating

Does the school counseling, psychological, or social services staff promote healthy eating to students and their families through the following methods?

- ✓ distribution of educational materials
- ✓ individual advice
- ✓ small group discussions
- ✓ presentations

3 = Yes, through three or four of the methods listed above.

2 = Through two of the methods.

1 = Through one method.

0 = Healthy eating is not promoted through any of these methods, **or** the school does not have any counseling, psychological, or social services staff.

6.3 Prevent tobacco use and promote cessation

Does the school counseling, psychological, or social services staff discourage the use of tobacco products to students and their families through the following activities?

- ✓ distribution of educational materials
- ✓ individual advice
- ✓ small group discussions
- ✓ presentations

3 = Yes, through three or four of the methods listed above.

2 = Through two of the methods.

1 = Through one method.

0 = They do not do this through any of these methods, **or** the school does not have any counseling, psychological, or social services staff.

6.4 Identify and refer students with problems

Does the school counseling, psychological, or social services staff identify students with problems related to physical activity and healthy eating*? Are those students referred to the appropriate school-based or community-based services?

**Examples of problems related to physical activity and healthy eating include:*

- | | |
|------------|--------------------|
| ✓ anemia | ✓ eating disorders |
| ✓ asthma | ✓ food allergies |
| ✓ diabetes | ✓ obesity |

3 = Yes.

2 = Identifies students, but refers them only to school-based services.

1 = Identifies students but does not refer them to appropriate services.

0 = No, **or** the school does not have any counseling, psychological, or social services staff.

6.5 Collaborate with staff

Does the school counseling, psychological, or social services staff collaborate* with other school staff** to promote physical activity, healthy eating, and a tobacco-free lifestyle?

Examples of ways to **collaborate include:*

- ✓ *policy development*
- ✓ *curriculum development*
- ✓ *unit/lesson planning*
- ✓ *special events and projects*
- ✓ *professional-development training on the health and academic benefits of physical activity, healthy eating, and not using tobacco*

***Examples of **other school staff** include:*

- ✓ *school nurse or other health services provider*
- ✓ *health education teachers*
- ✓ *physical education teachers*
- ✓ *coaches*
- ✓ *classroom teachers*
- ✓ *food service staff*
- ✓ *school administrators*

3 = Yes, collaborates to promote all three (physical activity, healthy eating, not using tobacco).

2 = Collaborates to promote two of the three.

1 = Collaborates to promote one of the three.

0 = No, **or** the school does not have any counseling, psychological, or social services staff.

6.6 Screen for tobacco use

Does the school counseling, psychological, or social services staff identify students who use tobacco and take the following actions?

- ✓ provide self-help materials
- ✓ provide referrals to tobacco-use cessation programs
- ✓ provide brief clinical interventions*

**Brief clinical interventions should follow the Public Health Service's Clinical Practice Guidelines (<http://www.surgeongeneral.gov/tobacco/smokesum.htm>) and consist of the following steps:*

- ✓ ask about tobacco use – identify and document every student's tobacco-use status, at every visit
- ✓ advise to quit – in clear language, urge every user to quit
- ✓ assess willingness to attempt to quit – determine the student's willingness to quit
- ✓ assist an attempt to quit – for a willing student, give advice on how to quit
- ✓ arrange a follow-up visit – schedule follow-up contact within the first week of the date the student quit

3 = Yes, all three actions (self-help, referral to cessation programs, brief clinical interventions) are taken for students who use tobacco.

2 = Two of the three actions are taken.

1 = One of the three actions is taken.

0 = No.

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Module 6: School Counseling, Psychological, and Social Services

Planning Questions ***(photocopy before using)***

The Module 6 Planning Questions will help your school use its *School Health Index* results to identify and prioritize changes that will improve policies and programs for promoting physical activity, healthy eating, and a tobacco-free lifestyle. The answers on this form should guide your module team's presentation to the entire *School Health Index* team.

Planning Question 1

Look back at the scores you assigned to each question. According to these scores, what are the strengths and the weaknesses of your school's counseling, psychological, and social services related to promoting physical activity, healthy eating, and a tobacco-free lifestyle?

Planning Question 2

For each of the weaknesses identified above, list several recommended actions to improve the school's scores (for example, have school counselors actively promote healthy eating to students and their families).

Continued on next page

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Planning Question 3: List each of the actions identified in question 2 above. Use the five-point scales defined below to rank each action on five dimensions (importance, cost, time, commitment, feasibility). Add the ranking points for each action to get total points. Use the total points to help you choose one, two, or three top-priority actions that you will recommend to the *School Health Index* team for implementation this year.

Importance	How important is the recommendation to my school? 5 = Very important 3 = Moderately important 1 = Not important
Cost	How expensive would it be to plan and implement the recommendation? 5 = Not expensive 3 = Moderately expensive 1 = Very expensive
Time	How much time and effort would it take to implement the recommendation? 5 = Little or no time and effort 3 = Moderate time and effort 1 = Very great time and effort
Commitment	How enthusiastic would the school community be about implementing the recommendation? 5 = Very enthusiastic 3 = Moderately enthusiastic 1 = Not enthusiastic
Feasibility	How difficult would it be to attain the recommendation? 5 = Not difficult 3 = Moderately difficult 1 = Very difficult

[illegible]